

FAQs About IDEA 2004

Secondary Transition

When must Transition Services be addressed in a student's IEP?

In the first IEP to be **in effect** when the student is age 16. This generally means that when the student is age 15 the IEP must address the secondary transition needed when the student turns age 16.

The IEP may address secondary transition prior to age 16 if it determines that it is appropriate to do so.

What are age-appropriate transition assessments?

Formal and/or informal assessments that provide information, indicate strategies, provide present levels of functional performance, suggest accommodations, and provide a basis for measurable postsecondary goals and measurable annual goals.

What are examples of age-appropriate transition assessments?

Educational: individualized, classroom, grade or schoolwide academic assessments, observational reports by teachers, employers, and parents.

Employment: readiness skills, vocational interest, functional skills, life skills, rating scales of employability, structured assessments in home, community, and work settings.

Training: self-determination scales, Armed Services Vocational Aptitude Battery (ASVAB), vocational readiness, work adjustment ratings, and personal-social skills.

Independent Living Skills (if appropriate): activities of daily living assessment, independent living behaviors, assistive technology needs, employment readiness.

Assessments may be formal and/or informal and are determined by student need. They may also overlap areas. Many of these assessments may already be used in your school.

Who conducts the age-appropriate transition assessments?

Teachers, special education specialists, other school personnel, parents or family members, the student, or others may conduct the assessments.

Are appropriate measurable postsecondary goals required for all students age 16 and older?

Yes.

How do you develop appropriate measurable postsecondary goals?

Through a review of the student's strengths, preferences and interests, his or her desired post-school activities, and age appropriate transition assessments.

Does the student's progress toward the measurable postsecondary goals need to be reported during the IEP?

There is no reporting requirement since the measurable postsecondary goals are reviewed at each annual IEP.

Can measurable postsecondary goals be changed year to year?

Yes. If the student's strengths, preferences, and interests, student's desired post-school activities change, postsecondary goals should be modified or changed.

Can measurable postsecondary goals stay the same from year to year?

Yes

Must measurable annual goals be developed for each measurable postsecondary goal?

Only if the IEP team determines that measurable annual goals are necessary to achieve the postsecondary goal. Measurable postsecondary goals may be achieved through measurable annual goals, courses of study, identified transition services, or a combination of these components.

What is the "Summary of Performance"?

The district is required to provide a Summary of Performance to students leaving school due to graduation or exceeding the age eligibility of the district. The Summary of Performance must contain a review of the measurable postsecondary goals, a summary of the student's academic and functional achievement and functional performance in relation to achievement of their postsecondary goals, and recommendations for next steps to assist the child in meeting their postsecondary goals.

The reauthorized Individuals with Disabilities Education Act (IDEA) became effective on July 1, 2005. This list of Frequently Asked Questions (FAQ) sheet is one of a series from the Montana Office of Public Instruction which highlight changes resulting from the reauthorization of the IDEA. Additional changes may result from the final regulations.

If you have further questions, please contact your local special education director or the Montana Office of Public Instruction. A complete listing of current OPI IDEA FAQs can be found at www.opi.mt.gov/speced/FAQs.



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